



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Essential Writing Skills	8820302247	Compulsory Study Program	T=2	P=0	ECTS=3.18	1	May 13, 2023
AUTHORIZATION	SP Developer		Subjects			Course Cluster Coordinator	Study Program Coordinator
	Eva Rahmawati, S.Pd. M.Pd.					Sumarningsih, S.Pd., M.Pd	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	Project Based Learning																																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																		
	PLO-8 Demonstrate written, visual and oral presentation skills to communicate English-related knowledge																																																																		
	PLO-15 Demonstrate oral and written competency equivalent to CEFR level B2.																																																																		
	Program Objectives (PO)																																																																		
	PO - 1 Understand the concepts of process of writing, paragraph structure, and principles of unity and coherence required to write a paragraph																																																																		
	PO - 2 Implement the concepts of process of writing, paragraph structure, and principles of unity and coherence to write a paragraph																																																																		
	PLO-PO Matrix																																																																		
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-15</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> </table>	P.O	PLO-8	PLO-15	PO-1			PO-2																																																											
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PO Matrix at the end of each learning stage (Sub-PO)																																																																			
<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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Short Course Description This course is a preliminary course in English Writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcomes, the course is conducted through lecturer's brief presentation, class discussion, group work and paragraph writing workshops (project-based activities) with the aid of ICT and various kinds of useful teaching media. To support the activities mentioned, peer review activities are incorporated during the in-class activities as well as additional writing assignments outside the class-hours.

References

Main :

1. Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.
2. Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/ St. Martin's.
3. Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.

Supporters:

	<ol style="list-style-type: none"> Langan, J. 2010. Exploring Writing: Sentences and Paragraphs. Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. Savage, A., & Shafiei, M. 2007. Effective Academic Writing 1: The Paragraph. New York: Oxford University Press. 						
Supporting lecturer	Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Anis Trisusana, S.S., M.Pd. Eva Rahmawati, S.Pd., M.Pd.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<ol style="list-style-type: none"> Understanding the stages in the writing process apply the stages in the process of writing 	<ol style="list-style-type: none"> To be able to: list steps included in each stage of writing To be able to: explain steps included in each stage of writing To be able to: perform steps in a particular stage of writing 		Lecture, small group discussion, group work 2 X 50		Material: The stages in the process of writing Reference: Juzwiak, Christ. 2012. <i>Stepping stones: A Guided Approach to Writing Sentences and Paragraphs.</i> Boston: Bedford/St. Martin's. <hr/> Material: The stages in the process of writing Reference: Langan, J. 2010. <i>Exploring Writing: Sentences and Paragraphs.</i> <hr/> Material: The stages in the process of writing Reference: Savage, A., & Shafiei, M. 2007. <i>Effective Academic Writing 1: The Paragraph.</i> New York: Oxford University Press.	0%

2	Understand the structure of a paragraph	<ol style="list-style-type: none"> 1.To be able to: explain the structure of a paragraph 2.To be able to: Identify the structure of a paragraph 3.To be able to: apply the correct mechanics in academic writing 		Lecture, small group discussion, group work 2 X 50		<p>Material: The structure of a paragraph Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Mechanics in academic writing References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
3	Understanding the structure of a paragraph	<ol style="list-style-type: none"> 1.To be able to: identify the structure of a paragraph 2.To be able to: complete a paragraph using the correct parts 3.To be able to: construct different types of sentences to form a proper one 4.To be able to: apply the correct mechanics in academic writing 		Lecture, small group discussion, Individual work, Pair work (peer review) 2 X 50		<p>Material: The structure of a paragraph Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Mechanics in academic writing References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%

4		<p>1.To be able to: identify the types, purposes, language features and organization of descriptive paragraphs</p> <p>2.To be able to: explain the types, purposes, language features and organization of descriptive paragraphs</p>		Lecture, small group discussion 2 X 50		<p>Material: Descriptive paragraph (types, purposes, language features and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Descriptive paragraph (types, purposes, language features and organization) References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Descriptive paragraph (types, purposes, language features and organization) References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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5	Understanding the purpose, language features and organization of descriptive paragraphs that describe a place	<ol style="list-style-type: none"> 1.To be able to: identify the purposes, language features and organization of descriptive paragraphs that describe a place 2.To be able to: explain the purposes, language features and organization of descriptive paragraphs that describe a place 3.To be able to: differentiate descriptive paragraphs that describe a place from other types of descriptive paragraphs based on their purposes, language features and organization. 		Lecture, small group discussion 2 X 50		<p>Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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6	Writing descriptive paragraphs that describe a place	<ol style="list-style-type: none"> 1.To be able to: determine appropriate main topic for a descriptive paragraph that describes a place 2.To be able to: develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a place 3.To be able to: cluster the ideas following the logical organization of a descriptive paragraph to describe a place 		Lecture, writing project (pjbl) 2 X 50		<p>Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Clustering and organizing ideas to form a paragraph outline References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p>	0%
7	Writing descriptive paragraphs that describe a place	<ol style="list-style-type: none"> 1.To be able to: develop an outline into a draft of descriptive paragraph that describes a place 2.To be able to: employ the procedure of self-review on the drafts of descriptive paragraphs 3.To be able to: employ the procedure of peer-review on the drafts of descriptive paragraphs 4.To be able to: employ the editing and revising procedure to edit and revise the drafts of descriptive paragraphs based on the results of self and peer reviews 		Lecture, writing project (PJBL) 2 x 50		<p>Material: Drafting a descriptive paragraph that describes a place References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Procedure and aspects to assess in self – reviewing and editing process; Procedure and aspects to assess in peer – reviewing and editing process; Editing and revising Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%

8		<p>1.To be able to: explain the descriptive paragraphs presented in the poster</p> <p>2.To be able to: employ the procedure of peer-review on the descriptive paragraphs</p>		<p>Lecture, project presentation (PJBL) 2 X 50</p>		<p>Material: Procedure and aspects to assess in peer – reviewing and editing process</p> <p>References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Procedure and aspects to assess in peer – reviewing and editing process</p> <p>References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p>	0%
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9	Understanding the purpose, language features and organization of descriptive paragraphs that describe a person	<p>1.To be able to: identify the purposes, language features and organization of descriptive paragraphs that describe a person</p> <p>2.To be able to: explain the purposes, language features and organization of descriptive paragraphs that describe a person</p> <p>3.To be able to: differentiate descriptive paragraphs that describe a person from other types of descriptive paragraphs based on their purposes, language features and organization</p>		Lecture, small group discussion 2 x 50		<p>Material: Descriptive paragraph that describes a person (purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Descriptive paragraph that describes a person (purpose, language features, and organization) References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Descriptive paragraph that describes a person (purpose, language features, and organization) References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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10		<p>1.To be able to: identify the purposes, language features and organization of narrative paragraphs</p> <p>2.To be able to: explain the purposes, language features and organization of narrative paragraphs</p> <p>3.To be able to: identify narrative paragraphs that are related to a particular region based on their purposes, language features and organization.</p>		Lecture, small group discussion 2 x 50		<p>Material: Narrative paragraph (purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Narrative paragraph (purpose, language features, and organization) References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Narrative paragraph (purpose, language features, and organization) References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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11	Understanding the types, purposes, language features and organization of narrative paragraphs	To be able to: identify narrative paragraphs that are related to a particular region based on their purposes, language features and organization.		Lecture, small group discussion 2 X 50		<p>Material: Narrative paragraph (purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Narrative paragraph (purpose, language features, and organization) References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p> <hr/> <p>Material: Narrative paragraph (purpose, language features, and organization) References: <i>Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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12	Write a descriptive paragraph that describes a person	<ol style="list-style-type: none"> 1.To be able to: determine appropriate main topic for a descriptive paragraph that describes a person 2.To be able to: develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a person 3.To be able to: cluster the ideas following the logical organization of a descriptive paragraph to describe a person 		Lecture, writing project (PJBL) 2 X 50		<p>Material: Descriptive paragraph that describes a person (purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Clustering and organizing ideas to form a paragraph outline References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p>	0%
13	Write a descriptive paragraph that describes a person	<ol style="list-style-type: none"> 1.To be able to: develop an outline into a draft of descriptive paragraph that describes a person 2.To be able to: employ procedure of self-review on the paragraph draft 3.To be able to: employ the procedure of peer-review on the paragraph draft 4.To be able to: employ the editing and revising procedure to edit and revise the draft of descriptive paragraph based on the results of self and peer reviews 		Lecture, writing project (PJBL) 2 x 50		<p>Material: Drafting a descriptive paragraph that describes a person References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Procedure and aspects to assess in self – reviewing and editing process; procedure and aspects to assess in peer – reviewing and editing process; editing and revising Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%

14	Writing a narrative paragraph	<ol style="list-style-type: none"> 1.To be able to: determine appropriate main topic for a narrative paragraph 2.To be able to: develop the main topic into supporting ideas to construct a narrative paragraph outline 3.To be able to: cluster the ideas following the logical organization of a narrative paragraph 		Lecture, writing project 2 x 50		<p>Material: Narrative paragraphs (types, purpose, language features, and organization) References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Clustering and organizing ideas to form a paragraph outline References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p>	0%
15	Writing a narrative paragraph	<ol style="list-style-type: none"> 1.To be able to: develop outline into a draft of narrative paragraph 2.To be able to: employ procedure of self-review on the paragraph draft 3.To be able to: employ the procedure of peer-review on the paragraph draft 4.To be able to: employ the editing and revising procedure to edit and revise the draft of narrative paragraph based on the results of self and peer reviews 		Lecture, writing project (PJBL) 2 x 50		<p>Material: Drafting a narrative paragraph References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Procedure and aspects to assess in self – reviewing and editing process; Procedure and aspects to assess in peer – reviewing and editing process; Editing and revising Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%

16	Presenting a descriptive paragraph that describes a person and a narrative paragraph	<p>1.To be able to: explain the descriptive paragraph presented in the poster</p> <p>2.To be able to: explain the narrative paragraph presented in the poster</p> <p>3.To be able to: employ procedure of peer-review on the paragraphs presented in the poster</p>		Lecture, writing project (PJBL) 2 x 50		<p>Material: Procedure and aspects to assess in peer – reviewing and editing process</p> <p>References: <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.</i></p> <hr/> <p>Material: Procedure and aspects to assess in peer – reviewing and editing process</p> <p>References: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.</i></p>	0%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

